

. Are there any aspects of the policy, strategy, function or service, including how it is delivered, or accessed, that could contribute to inequality (including direct or indirect discrimination to service users or employees)

Yes

No

Please provide an explanation for your 'Yes' or 'No' answer

The performance of some schools may deteriorate as a result of a diminished service and reduction in vital intelligence and expertise. SSI may not be able to deliver the full range of current services to which schools have become accustomed. To mitigate against this, the current models of support have already been revised to incorporate school to school support and commissioned expertise. Further reduction in budgets may impact on the LA's role in monitoring and evaluating school improvement and this may have a detrimental effect on equalities in the following ways:

- Reduction in the LA capacity to promptly identify underperformance and address needs
- Increase in underachievement of specific groups of pupils
- Increase in the number of schools judged to be inadequate or requires improvement by Ofsted

To mitigate against this, BCC will need to:

- Make a commitment to provide sufficient resources to meet statutory requirements
- This should include access to a good knowledge of schools and their local communities and needs
- Commit to developing more effective working relationships between the SIG, schools, teaching schools and other support providers or agencies.
- Ongoing monitoring of performance and identification of need.

A reduction in funding may mean that BCC has a redu

Summary statement below, detailing why the Policy, Strategy, Function or Service is moving to a Full Equality Assessment. Then continue with your Assessment

DECLARATION

A Full Equality Assessment not required, the Initia

FULL EQUALITY ASSESSMENT STAGE

. Who are the main stakeholders and what are their requirements

The main stakeholders for these proposals are:

1. Employees – need to understand how proposals will affect them and have an opportunity to provide their views.
2. Managers – need to understand how it affects how they manage their staff (if any different).
3. Cabinet and Scrutiny – need to be satisfied that the proposals will meet the business needs of cabinet in terms of reports on school standards for example and the capacity to inform BCC policy re education. There will also be financial implications in relation to employee contracts that need to be taken into account by cabinet.
4. Trade Unions – Directorate needs to consult meaningfully and consider the amendments and alternative proposals as necessary.
5. Partners e.g school staff, the School Improvement Groups, Schools Fora, parents and governors need to understand the impact on services
6. Other teams within CYPF – see appendix B.

. Amongst the identified groups in the previous question, what does your information tell you about the potential take-up of resulting services

“Take up of resulting services” is not relevant to these proposals.

It will be important to ensure effective communication about and promotion of service provision so that the remodelled services are known about and accessible. The need for school improvement support will still exist so schools will commission

The action plan in step 7 draws together these points and allocates personnel to monitor the impact.

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Step Procurement and Partnerships

. Is this project due to be carried out wholly or partly by contractors

Yes

No

If yes , have you done any work to include equality considerations into the contract already Specifically you should set out how you will make sure that any partner you work with complies with equality legislation (employment practice/service provision)

Not currently applicable

**Monitoring,
Evaluation
and
Reviewing**

Initial Assessment section 3c	<p>experience, school intelligence and expertise.</p> <p>Provide greater opportunities for working collaboratively with the wider community with increased integrated working alongside other agencies.</p>			
Initial assessment section 4	Ongoing monitoring of performance and identification of need	September 2014 onwards	Sally Taylor Service Director Children's Services (Education & Commissioning) Children, Young People & Families	CYPF Strategic Director Peter Duxbury

Summary of strengths and area(s) for improvement:

Strengths

The potential adverse impacts on service users and employees are clearly sr(o)0.884686(n)11.164688.